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ABSTRACT

In fall 1997, students in a Social Science Research Methods-class developed and administered a survey questionnaire to assess the degree of stress experienced by students at Texas A&M International University (TAMIU). Located in Laredo, TAMIU serves communities along the Texas-Mexico border. The student body includes many older students who work, who have families, and who are the first in their families to attend college. The survey questionnaire was completed by 301 students, primarily full-time juniors and seniors. Respondents had an average age of 26, two-thirds were female, and 92 percent were Hispanic. About half of respondents felt overwhelmed during their freshman year, and 39 percent continued to feel overwhelmed. Over half found it hard to balance their responsibilities, 69 percent had more to do than they could get done, and 92 percent thought the university should have a counseling center. Over 60 percent did not exercise regularly, eat balanced meals, or get enough sleep. Open-ended questions addressed awareness and use of university health, counseling, and financial services; student influence on faculty and administrative decisions; and university conditions that contribute to student stress. This paper includes the survey questionnaire, response data, and general information on TAMIU. (SV)

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ED 425 031

TAMIU COLLEGE STUDENT SURVEY
NOVEMBER, 1997

Research organized and summarized by:
Dr. Marjorie L. Coppock
Assistant Professor of Sociology

SOCI 4303 - Social Science Research Methods
Fall, 1997
Texas A&M International University
Laredo, Texas

Report supmitted May, 1998

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TAMIU COLLEGE STUDENT SURVEY

November, 1997

Research organized and summarized by:
Dr. Marjorie L. Coppock

PURPOSE OF THE STUDY

In the Fall of 1997 the students in the Social Science Research Methods class (SOCI 4303), under the direction and supervision of Dr. Marjorie Coppock, developed and administered a survey questionnaire to assess the degree of stress experienced by students at Texas A&M International University (TAMIU). The study identified the levels of stress and the factors related to stressful conditions in their lives. A lifestyle profile was developed which identified personal conditions including: age, marital status, presence of children, living arrangements, work involvements, religious activity, study activities, and health habits.

The purpose of the survey was to gain an understanding of the problems experienced by the students in pursuit of their educational goals, and to provide informational feedback to the university administration so that programs and support services can be developed to better assist the students in the successful completion of their degree programs. The data will be made public and available to individuals and groups concerned about and interested in improving learning conditions for students.

The student body at TAMIU differs in several ways from the students of a typical college campus. TAMIU has many older

students who are working part time or full time jobs, students who are married, who have children, and students who are the first in their families to attend college. (* See Appendix for TAMIU Homepage summary of the location, history, and institutional missions of the University. A summary of statistics on the Fall, 1997 TAMIU faculty and student body characteristics is also included.)

Stress is a frequent part of university life. Stress is the way our body reacts, physically and emotionally, to changes in our lives and demands made upon us. Feelings of stress can have both positive and negative aspects. Stress can help us concentrate, focus, and perform. However, when stress becomes continuous and/or experienced in many aspects of our lives it can result in anger, depression, and anxiety which disturbs our ability to focus and concentrate, and in turn stress can lead to health problems.

Handling stress effectively is essential if students are to accomplish their educational and life goals. Some students can deal with stress better than others. This survey can help students think through and assess factors related to feelings of stress and the ways in which they are dealing with it.

SURVEY METHODOLOGY

The data were collected through a six page questionnaire survey which was administered by TAMIU students in classes representing all of the colleges in the University. Anonymity was

assured the respondents as no name or personally identifing information was required. The questionnaires were administered the 2 weeks before and 1 week after the Thanksgiving holiday at the end of November, 1997.

The questionnaire was filed with the Human Subjects Committee of TAMIU through Dr. Todd Russell. Dr. Russell, Associate Professor of Psychology, and Mrs. Debbie Russell, Coordinator of Disabled Student Services, assisted in the development of the questionnaire by providing resources and advice helpful in contructing appropriate questions.

After the questionnaire was developed, it was pretested by the eleven students in the research methods class. The questionnaire took about 10-15 minutes to complete.

The questionnaire data were summarized and examined using the Statistical Package of the Social Sciences (SPSS - MS Windows Release 6.1). The data were entered into the computer for analysis by Mr. Gus Pena, who was a student in the Fall, 1997 research methods class.

A TAMIU University Mini-grant of $350 was received to help cover expenses of computer entry and xerox reproduction costs. Appreciation is expressed to the University for this support.

A cross section of college classes was selected to obtain a representative sample of students. The following classes were included in the sample.

	Social Studies
English Composition	American National Government
Developmental Psychology	Managerial Accounting
Abnormal Psychology	Survey of Life Science
Introduction to Political Thought	Man and Environment

Introduction to Public Administration Criminal Justice
American History Sociological Theory

The students who administered the survey in the classes were given the following instructions to follow.

INSTRUCTIONS FOR ADMINISTERING THE COLLEGE STUDENT SURVEY
SOCI 4304. Social Science Research Methods
November, 1997

** The pretests were mostly completed in 10-12 minutes.
A couple took a few more minutes.

** Call the professor
or drop by to talk to them
tomorrow or Monday to make arrangements
to administer the survey.

** Confirm with the professor the time and location of the class to which you will be going.

** Arrive before the class time to greet the professor and answer any questions

** Instruct anyone who has filled in the survey in another class to not fill in another one.

** Read the purpose to the class

** Be sure to wait to collect all the surveys.

** Clip the surveys from each class together.

** Note on the top of each stack what class was represented and when it was administered (time and day).

** This is your data. Protect it carefully. It will be turned in for grading

** If you want a copy for yourself, xerox a copy for yourself, before turning it in.

The following represents the cover letter given to each student at the time of administration of the questionnaire.

TAMIU COLLEGE STUDENT SURVEY
November, 1997

Dear Fellow Student;

THE PURPOSES OF THIS SURVEY ARE TO:

1. IDENTIFY FACTORS CONTRIBUTING TO FEELINGS OF STRESS AMONG COLLEGE STUDENTS,

2. IDENTIFY WAYS IN WHICH STUDENTS HANDLE THE STRESS IN THEIR LIVES, AND

3. IDENTIFY STEPS THAT CAN BE TAKEN BY THE UNIVERSITY TO HELP RELIEVE THE EXPERIENCES OF STRESS IN STUDENT'S LIVES.

Stress is a frequent part of university life. Feelings of stress are highly correlated with an increase in illness.

** Your contribution to this study will provide valuable insight into the problems faced by TAMIU students, the ways in which these problems are being dealt with, and suggestions to improve the conditions for students.

** YOUR CONTRIBUTION IS ANONYMOUS. YOUR NAME OR OTHER PERSONALLY IDENTIFYING INFORMATION IS NOT NEEDED.

This survey is being conducted by the students of Social Science Research Methods class (SOCI 4303), under the supervision of Dr. Coppock to study the effects of university life upon students at TAMIU.

The survey will identify:

- the background characteristics of TAMIU students,
- attitudes of students toward feelings of being stressed
- suggestions by students of ways to better conditions at TAMIU .

The student body at TAMIU differs in several ways from the typical college campus. TAMIU has many older students who are working part time or full time jobs, students who are married and have the responsibility of children, students who are the first in their family to attend college, and students who have come from other countries to study.

An understanding of the difficulties and stress related events encountered by students will provide information for the university in implementing programs to assist students toward academic success.

The data (N=301) are summarized below. Because of missing values, not all items total to 301.

TABLE 1. DEMOGRAPHICS OF TAMIU STUDENTS - Fall,1997 (N=301)

AGE (cumulative %)

17-24	54%
29	76%
34	87%
44	96%
62	100%

Mean - 26
SD - 7.65

SEX

M	105 (35%)
F	196 (65%)

MARITAL STATUS

Single	193 (64%)
Married	88 (29%)
Divorced	18 (6%)
widowed	2 (.7%)

CHILDREN

Yes	86 (29%)
No	215 (71%)

ATTENDING COLLEGE

Full time	249 (83%)
Part time	51 (17%)

CREDIT HOURS

3-7	48 (16%)
9-12	143 (49%)
13-15	84 (28%)
16-19	20 (7%)

CLASSIFICATION

Freshman	18 (6%)
Sophomore	33 (11%)
Junior	109 (36%)
Senior	122 (41%)
Graduate	19 (6%)

HOLD A PAYING JOB

No	108 (36%)
Yes, 20 hours or less	61 (20%)
Yes, 20-30 hours	39 (13%)
Yes, over 30 hours/week	92 (31%)

MAJORS

Business	41
CIS	14
English	9
Education	54
Math/Science	9
Criminal Justice	57
Spanish	8
History	7
Political Science	16
Psychology	47
Sociology	27
Undetermined	12

PLACE OF RESIDENCE

Home with both parents	122 (41%)
Home with mother	31 (10%)
Home with father	6 (2%)
Home with spouse	24 (8%)
Home with children	8 (3%)
Home with spouse/children	47 (16%)
Home with parent/spouse	3 (1%)
Home parents/spouse/kids	2 (.7%)
Home with mother/children	4 (1%)
Home with relative/spouse	1 (.3%)
With other relatives	16 (5%)
Campus Village	6 (2%)
Alone at home	2 (.7%)
Alone in apartment	21 (7%)

TABLE 2. CULTURAL/ETHNIC/SOCIO-ECONOMIC CHARACTERISTICS

RELIGIOUS IDENTIFICATION			ATTENDANCE AT CHURCH SERVICES		
Catholic	249	(83%)	At least weekly	98	(33%)
Christian	7	(2%)	At least monthly	71	(24%)
Muslin	1		At least 2X a year	46	(15%)
Jewish	1		Special occasions	57	(19%)
Undetermined	4		Never	29	(10%)
Protestant (including Jehovah Witnesses, Seventh Day Adventist, Baptist, Lutheran, and Methodist)	24	(8%)			
None	14	(5%)			

ETHNICITY			LANGUAGE SPOKEN AT HOME		
Hispanic	278	(92%)	English	70	(23%)
Anglo/European	15	(5%)	Spanish	69	(23%)
African-Amer.	1	(.3%)	Both	160	(53%)
Native-Amer.	1	(.3%)	Other	2	(.7%)

SPEAK SPANISH?			READ SPANISH?			WRITE SPANISH?		
No	12	(4%)	No	30	(10%)	No	60	(20%)
Some	46	(15%)	Some	65	(22%)	Some	70	(23%)
Yes	243	(81%)	Yes	202	(67%)	Yes	167	(56%)

FIRST PERSON IN YOUR FAMIY TO GO TO COLLEGE?

Yes	75	(25%)
No	225	(74%)

ANNUAL FAMILY INCOME			cumulative %
Below $15,000	52	(18%)	18%
Between $15,000-$30,000	80	(27%)	45%
Between $30,000-$45,000	71	(24%)	69%
Between $45,000-$60,000	45	(15%)	84%
Over $60,000	48	(16%)	100%

TABLE 3. COMPARING THE SAMPLE TO THE TOTAL STUDENT BODY

	Student body, Fall, 1997	Sample (N=301)
SEX		
Males	36%	35%
Females	63%	65%
AVERAGE AGE	25.6	26
CLASSIFICATION		
Freshmen	15%	6%
Sophomore	10%	11%
Juniors	16%	36%
Seniors	27%	41%
Graduates	29%	6%
ETHNICITY		
Hispanic	89%	92%
Anglo/European	6%	5%
African-American	.2%	.3%
Native-American	0%	.3%
Asian	.5%	0%

In comparing selected sample characteristics with the total student body characteristics (see appendix) it becomes evident that the sample is representative in regard to sex, age, and ehtnicity. However the sample is over representative of full time students and junior and seniors. Freshman and graduate students are under represented by the sample. These conditions should be considered in generalizing the results to the total student body.

TABLE 4. EDUCATIONAL INVOLVEMENT AND PARTICIPATION PREFERENCES

GRADE POINT AVERAGE

	cumulative %
2.3 or less -	11%
2.5 or less -	28%
3.0 or less -	69%
3.5 or less -	86%
3.8 or less -	96%
4.0 or less -	100%

HOURS PER WEEK SPENT STUDYING

		cum. %
5 hours or less	- 90 (31%)	31%
6-10 hours	- 91 (31%)	62%
11-15 hours	- 42 (14%)	77%
16-20 hours	- 44 (15%)	92%
21-60 hours	- 22 (7%)	100%

Average = 11.207
SD = 8.456
Mode = 5 (N=42)

CLASS HOUR PREFERENCES

Night	- 54	(18%)
Morning	- 187	(62%)
Afternoon	- 172	(57%)
Saturday	- 32	(11%)

QUIET PLACE TO STUDY?

Yes	- 224	(75%)
No	- 73	(24%)

WHERE DO YOU MOSTLY STUDY?

Home	- 183	(61%)
Library	- 86	(29%)
Both	- 22	(7%)
Other	- 8	(3%)

STUDY ALONE?

Alone	- 238	(79%)
With others	- 44	(15%)
Both	- 16	(5%)

PARTICIPATE IN STUDENT ORGANIZATION?

No	- 230	(76%)
Yes	- 68	(23%)

INTERESTED IN INTRAMURAL SPORTS?

No	- 181	(60%)
Yes	- 110	(37%)

TABLE 5. DISTANCE TRAVELED AND LOCATION OF BIRTH

MILES FROM THE UNIVERSITY

			%	cum.%
5 or less	-	128	46%	46%
6-10	-	99	33%	82%
11-30	-	28	10%	92%
31-55	-	9	3%	95%
56-86	-	13	4%	100%

WHERE WERE YOU BORN?

Laredo - 185 (61%)

Nuevo Laredo - 13 (4%)

Other/Mexico - 11 (4%) (including Mexico City and Monterrey)

Other/Texas - 40 (13%) (including Abilene, Austin, Brownsville, Corpus Christi, Carrizo Springs, Dallas, Dilley, Falfurias, Houston, Kerrville, McAllen, Port Arthur, Rio Grande City, San Antonio, San Diego, San Benito, Uvalde, Victoria, Zapata

Other/states - 27 (9%) (including Alabama, Arizona, California, Illinois, Kansas, Louisiana, Michigan, North Carolina, New York, Ohio, Wisconsin

Other/countries - 2 (.5%) (including Cuba, Puerto Rico)

Undetermined - 4

TABLE 6. RESPONSES TO QUESTIONS OF LIFESTYLE HABITS AND STRESS

USE THESE ANSWERS TO RESPOND TO THE FOLLOWING STATEMENTS.
(Answers are below the statement)

MEAN SD	(1) Strongly Agree	(2) Agree	(3) Disagree	(4) Strongly Disagree
2.362	I felt overwhelmed by university life my first year.			
.898	57	100	109	27
2.653	I continue to feel overwhelmed by university life.			
.819	25	92	137	40
1.554	My parents encourage me in my university education.			
.764	164	99	12	12
1.415	My spouse encourages me in my university education.			
.827	76	19	4	6
2.342	I find it hard to balance all my responsibilities.			
.897	59	105	107	27
1.789	I feel comfortable at the university.			
.644	94	180	19	6
3.322	I feel alone and out of place at the university.			
.701	6	22	138	129
1.926	I have made important friendships at the university.			
.704	79	166	45	6
2.017	I deal well with the pressures of university life.			
.644	52	195	43	7

MEAN SD	Strongly Agree	Agree	Disagree	Strongly Disagree
2.051 .866	I often feel that I have more to do than I can get done.			
	91	117	78	14
2.687 .873	Different ideas and perspectives I meet in my university classes cause me anxiety.			
	27	91	123	53
3.003 .884	I often feel a need to talk to a counselor about my frustrations and problems.			
	21	51	128	94
3.340 .664	Male students are given preferential treatment compared to female students.			
	5	10	151	121
3.264 .718	Female students are given preferential treatment compared to male students.			
	8	16	152	111
1.662 .624	The university should have a student counseling center where students can go for support and assistance.			
	119	158	12	14

USE THESE ANSWERS TO RESPOND TO THE FOLLOWING STATEMENTS
(answers are below the text)

Mean SD	1 Rarely or none	2 Little of time	3 Some of time	4 Good part of time	5 Most all of time
4.266 .780	I am generally a happy person.				
	1	8	31	128	129
3.896 .869	I feel relaxed and in control of myself.				
	2	14	75	128	78

MEAN SD	Rarely or none	Little of time	Some of time	Good part of time	Most all of time
2.852	I feel tense.				
.929	24	66	152	40	15
2.162	I get upset easily or feel panicky unexpectedly.				
1.114	110	72	79	26	9
1.751	My school work causes conflicts at home.				
.989	167	58	54	15	3
1.789	My school work causes conflicts at work.				
1.069	148	46	47	15	6
1.224	I feel discriminated against at the university.				
.678	259	15	15	3	3
1.166	I use tranquilizers or antidepressants to cope with				
.671	anxiety.				
	270	4	9	2	5
1.317	I drink alcoholic beverages to cope with anxiety.				
.791	240	21	20	5	4
1.374	I smoke to cope with anxiety.				
.920	238	19	13	13	6
1.366	I drink more than I should.				
.910	240	17	17	9	7
2.564	I exercise regularly.				
1.242	74	72	85	39	26
2.672	I eat balanced meals with fruits and vegetables.				
1.226	62	75	82	52	25
3.034	I sleep well at night.				
1/314	46	61	77	61	51
3.980	I am confident about the future.				
.988	7	17	54	115	103

TABLE 7. DEMOGRAPHIC PROFILE OF TAMIU STUDENTS - FALL,1997
(SAMPLE N = 301)

76% are 29 years old or younger
65% are female
64% are single
83% are attending full time
77% are juniors or seniors
64% hold a paying job
53% live at home with a parent or parents
83% identify as Catholics
92% are Hispanic
96% speak (at least some) Spanish
69% have a Grade Point Average of 3.0 or below
63% spend 10 hours or less a week studying
82% travel 10 miles or less to attend classes
61% were born in Laredo.
69% have a family income below $45,000
(45% family income below $30,000)
84% are taking 9-19 credit hours at TAMIU

TABLE 8. PROBLEMS OF STRESS AND LIFESTYLE IDENTIFIED BY PERCENT

STUDENTS WHO AGREE OR STRONGLY AGREE WITH THE FOLLOWING ITEMS

- 52% - felt overwhelmed their first year at TAMIU
- 39% - continue to feel overwhelmed
- 54% - find it hard to balance all their responsibilities
- 9% - feel alone and out of place
- 69% - feel that they have more to do than they can get done
- 39% - become anxious by different ideas they meet in classes
- 24% - often feel a need to talk to a counselor
- 5% - feel that male students are given preference
- 8% - feel that female students are given preference
- 92% - feel that the university should have a counseling center

STUDENTS WHO DISAGREE OR STRONGLY DISAGREE WITH THE FOLLOWING ITEMS

- 8% - feel their parents (do not) encourage them
- 3% - feel his/her spouse (does not) encourage him/her
- 8% - (do not) feel comfortable at the university
- 17% - have (not) made important friendships
- 17% - feel they (do not) deal well with pressure

STUDENTS WHO RESPOND THAT THEY RARELY, LITTLE OF THE TIME OR SOME OF TIME EXPERIENCE THE FOLLOWING

- 13% - are (not) generally happy
- 30% - are (not) relaxed and in control
- 76% - (do not) exercise regularly
- 73% - (do not) eat balanced meals
- 61% - (do not) sleep well at night
- 26% - (do not) feel confident about the future

STUDENTS WHO RESPOND THAT MOST ALL OF THE TIME, A GOOD PART OF THE TIME OR SOME OF THE TIME EXPERIENCE THE FOLLOWING

- 69% - feel tense
- 38% - get upset easily or feel panicky
- 24% - school work causes conflicts at home
- 23% - school work causes conflicts at work
- 7% - feel discriminated against
- 5% - use tranquilizers or antidepressants to cope
- 10% - use alcohol to cope
- 11% - smoke to cope
- 11% - drink more than they should

OPEN-ENDED RESPONSES

Several open-ended questions were included in the questionnaire. They are listed and discussed below.

1. ARE YOU AWARE OF THE FACILITIES OFFERED BY THE UNIVERSITY FOR HEALTH AND COUNSELING SERVICES AND FINANCIAL SERVICES? HAVE YOU USED THESE FACILITIES?

While 143 responded that they were aware of the services, 70 replied that they were not aware of the services. Some of the comments directed toward not being aware included the following.

"They need to promote services better."

"There needs to be more direct communication and explanations about finances and health services."

"More information is needed"

"I am not aware of the health and counseling services."

While 93 respondants stated that they did not use the services, 75 said that they did use the services. Thirty students noted use of the financial aid services. Eleven noted that they had used the health services when they needed medical assistance or advice. Four noted that the counseling service had been a good help to them. Four were frustrated that they needed financial aid but did not qualify for it. Another student noted that she did not use the health or counseling services because she felt a lack of privacy in such a small university.

2. AS A STUDENT DO YOU FEEL THAT YOUR VOICE IS HEARD BY THE FACULTY AND ADMINISTRATION?

Seventy-nine respondents replied 'Yes' and nineteen replied "Sometimes". Comments related to this question include the following.

"Open forums are held and opinions are taken into consideration."
"Most of the faculty go the extra mile."
"Students can join Student Government Association to be heard or talk about their concerns with their representative."

Seventy-two respondents replied 'No" they did not feel their voice was heard. The following comments express these concerns.

"Administration and faculty do what they please."
"I had a problem and I spoke to the Provost, but even then nothing happened."
"It's hard to voice my opinion. I only have a AA degree and the professors have a Ph.D."
"I feel there is some type of power struggle with different department heads, and that SUCKS! Stop power struggles and enhance the education of students."
"Not enough is done to help the students, its very political."
"It's too political!"

3/4. WHAT UNIVERSITY CONDITIONS CONTRIBUTE TO STUDENT STRESS? WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVEMENT OF THE EDUCATIONAL EXPERIENCE AT TAMIU?

(The number in parentheses designates the number of students who

listed the problem as a concern.) Comments have been grouped into paragraphs of similar concerns.

(24) PARKING

There are not enough parking places. Not finding a place makes you late for class. There is not enough lighting in the parking lot.

(4) TRAFFIC LIGHT

A traffic light is needed at the intersection of the entrance to university and Loop 20.

(19) STUDENT CENTER/ (8) FOOD SERVICE / (10) ORGANIZATIONS

Students need a place to socialize and a place for relaxation. This will help to relieve stress. At the present time there is no place to hang out. There is a need for a better and bigger cafeteria that has more variety. More extracurricular activities, such as clubs and organizations, are needed so students can interact with each other. Intramural activities will increase interactions between students. Students need more access to the gym. This will help to relieve stress. Tennis courts, a football field, and a track are needed.

CLASS SCHEDULING

(19) There is a LACK OF COURSES offered. The classes that I need are rarely offered. This is especially frustrating when a class needed to graduate is not being offered. (5) MORE PROFES-

SORS and MORE CLASS OPTIONS and MORE CLASS HOUR OPTIONS are needed. I hate that their is only one class with one professor teaching it. There are not enough professors to choose from. (7) MORE MORNING CLASSES are needed. This is especially important for mothers who have children who come home from school in the afternoon. (10) MORE NIGHT CLASSES and SUMMER CLASSES are needed.

(9) LIBRARY/ COMPUTER ACCESS

The library CLOSES TOO EARLY. It should be opened longer, especially at midterm and during finals. The library needs CURRENT, UPDATED BOOKS and JOURNALS for necessary research. There should be more ACCESS TO COMPUTERS. The labs are too crowded. High school students are being allowed to use them and taking spots of college students who have paid to attend.

PROFESSORS AND CLASS REQUIREMENTS

(5) Some professors feel that we are only taking class with them. They SCHEDULE SO MUCH and don't realize we have MANY OTHER PROJECTS. There are too many (15) RESEARCH PAPERS AND PROJECTS due, too many (11) EXAMS AT THE SAME TIME. (Do they do it on purpose?) There is too much to be turned in at the (6) END OF THE SEMESTER. (3) Too much READING is required. (9) Faculty need to realize that we have WORK/FAMILIES/CHILDREN. (4) FINALS are too close together. They should be two weeks long. We should have more TIME TO STUDY FOR FINALS.

Some of the faculty INTIMIDATE STUDENTS/ CAN'T TEACH/ DO NOT CARE ABOUT THE STUDENT/ DON'T KEEP THEIR WORD/ DON'T TRY TO UNDERSTAND THE STUDENTS/ ARE INCONSIDERATE. All the professors need to give out a SYLLABUS, this way we are aware of deadlines in tests, assignments, and term papers. There should be (3) HIGHER GRADING STANDARDS, the students need to be CHALLENGED. We are treated like high school students. Some professors require that you MEET IN GROUPS outside of class. This is difficult to fit into your schedule if you work.

ADMINISTRATION/STAFF

The administration (3) DOES NOT LISTEN to student needs. They are here for their own good. (3) REGISTRATION is frustrating. Going back and forth between offices is confusing. It's difficult when you ask a question and that person sends you to another person and that person sends you to another. (7) ADVICE is inconsistent. Advisors say different things. They send us to an advisor we don't know to advise us about out career plans. INFORMATION CHANGES depending on who you talk to. The staff should be (2) FRIENDlIER and more (3) PROFESSIONAL. The administration should quit letting GOOD TEACHERS LEAVE.

FINANCIAL CONCERNS

(3) TUITION IS HIGH, especially if you are not on financial aid. Teachers expect us to buy TOO MANY BOOKS. Paying for books is a big expense. If you are on financial aid there is a lot of

pressure to pass. If you don't pass no monies are awarded for the following semester.

MISCELLANEOUS

- (3) DAY CARE SERVICES are needed for mothers. We need to be more mother friendly.

- There should be MORE LANGUAGE CLASSES besides Spanish. I prefer a French class. I do not plan to stay in Laredo.

- CLASSROOMS ARE DRAB. They need color.

- Recruit more OUT OF TOWN STUDENTS.

- Eliminate ENGL 3301. It's frustrating.

- (3) Some of the EDUCATION CLASSES are overwhelming. I have to spend money for projects, copies, and materials. Education should provide some materials for interns.

- (7) TUTORING CENTERS for subjects other than math, English, and Science are needed. They should be offered on the weekends for students who work.

SUMMARY AND CONCLUSION

The TAMIU College Student Survey (November, 1997) documents the extent of stressful conditions and levels of experienced stress reported by the 301 student respondents. Besides attending college full time (83%), many are also working at a paying job (64%) and/or involved in family responsibilities through marriage (29%) and/or children (29%). The majority come from a religious orientation (86%). Many become anxious by different ideas they meet in classes (39%). Financial concerns are also

suggested in the 45% of respondents whose annual family income is $30,000 or below. Time constraints created by many responsibilities may be a factor in the 62% of respondents who study 10 hours or less a week and the 69% of respondents with a grade point average of 3.00 or less.

Many respondents (54%) felt it hard to balance all their responsibilities, 69% felt that they had more to do than they could get done, and 69% stated that they 'get tense'. Health concerns are also noted in that many (76%) do not exercise regularly, do not eat balanced meals (73%), or do not sleep well at night (61%). About 11% of the respondents use alcohol and/or cigarettes to cope with their tensions.

Handling stress effectively is essential for the accomplishment of educational and life goals. Stress and anxiety disturbs a person's ability to focus and concentrate. Stress can lead to health problems. Poor health habits can exacerbate stressful situations. These data present ample justification for the development of an expanded health education program and expanded counseling and health services. A large majority of the students (92%) agreed that a counseling center was needed at TAMIU.

Texas A&M International University
General Information

A Resource for South Texas and Beyond

- Location
- History
- Institutional Mission
- Laredo Map
- University Map

Location

As its name implies, Texas A&M International University is an international university, poised at the Gateway to Mexico and serving as the intellectual center of a vibrant bilingual and bicultural community.

Laredo is 156 miles south of San Antonio, 158 miles west of Corpus Christi, and 153 miles north of Monterrey, Nuevo Leon, Mexico . Laredo is an enviable crossroads of international business and life. Laredo's history is hallmarked by seven sovereign flags and people of all races and nations seem drawn by a colorful environment and tropical climate that affords a pleasant lifestyle for all.

Over 160,000 people call Laredo home and the city was recently named the fastest growing city in Texas and the second fastest in the United States.

The Rio Grande winds its way between Laredo and its sister city, Nuevo Laredo, Tamaulipas, Mexico. Nuevo Laredo is home to over 360,000 people and offers its own rich culture, history and traditions, most proudly shared by the peoples of Los Dos Laredos.

History

In August of 1970 students were accepted for the very first time at what was then called Texas A&I University at Laredo. This beginning, as a "center" under Texas A&I University, was the start of a legacy in education for south Texas. The focus was to fill a demand in teacher education and business disciplines. Texas A&I at Laredo was organized under the upper level concept of higher education, offering only junior and senior level coursework. This approach provided a local bachelors degree opportunity for area residents. This upper-level University was later expanded to include graduate degree programs.

In September 1977, the name was changed to Laredo State University and the old "center" status was removed officially in 1987. As the university grew it expanded its scope of operations to include international operations and agreements with degree programs and a faculty to meet the requirements

The University became a member of The Texas A&M University System on September 1, 1989. The name was changed to Texas A&M International University in 1993.

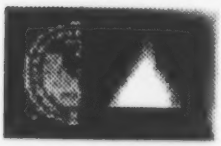
The 74th Texas Legislature authorized an expansion to 4-year status in the fall of 1995, and authorized the university to develop joint degree programs with Mexican and Canadian institutions of higher education. Further authorization has permitted the development of doctoral level programs.

The year 1995 was the cornerstone of the legacy in education for South Texas and Texas A&M International University. The start of the Fall 1995 term marked the Universitys 25th anniversary, and the inauguration of a newly constructed campus in northeast Laredo, and offering freshman and sophomore courses for the first time.

Institutional Mission

Texas A&M International University, a member of The Texas A&M University System, is a co-educational, state-supported institution offering baccalaureate and master's degrees. The University was authorized by the 73rd Legislature to offer select doctoral degree programs. Program areas include arts and humanities, business administration, education, and science and technology, with a special emphasis on developing a strong undergraduate program and a progressive agenda for international studies. The international focus addresses the special responsibility the University inherits from its unique geographical location on the Texas - Mexico border. The University is dedicated to improving the quality and accessibility of higher education and providing new opportunities and options as an emerging comprehensive institution with the authority to offer degrees at all academic levels.

Designed to improve the quality of life for citizens of the Texas - Mexico Border Region and the State of Texas, Texas A&M International University, through innovative quality instruction, faculty and student generated research, and public service, serves as a strategic point of delivery for a variety of local, regional, national, and international programs and services.



Faculty Headcount

Semester	Faculty Headcount
Fall 1997	143

Faculty by Gender

Semester	Male	Female
Fall 1997	94	49

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Enrollment by Gender

Semester	Male	Female
Fall 1997	1,024	1,797

Average Age

Semester	Undergraduate	Graduate	All Students
Fall 1997	25.6	32.3	27.7

Enrollment by Load

Semester	Part-Time	Full-Time
Fall 1997	1,705	1,134

Enrollment By Classification

Classification	Fall 1997
Concurrent HS	16
Freshman	420
Sophomore	279
Junior	466
Senior	769
Post Graduate	53
Graduate	836

Enrollment By Ethnicity

Ethnicity	Fall 1997
White	165
Black	7
Hispanic	2,520
Asian	14
American Indian	0
Non-Res Alien	133
Total	2,839